

General Education Outcome Assessment
Annual Summaries
2021-2022 & 2020-2021

**General Education Outcome – Annual Assessment Summary
2021 – 2022 Academic Year**

General Education Outcome & Performance Indicators: Communicate Effectively

- Organization Communication in applicable format
- Demonstrate content development
- Provide required support/evidence
- Express communication free of technical error

1. How did you assess the outcome? Survey

Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds.

The survey consisted of two direct measure writing prompts sent to general education students 10 hours away from graduation.

Prompt questions: What class at CASC was the most beneficial to you? Please explain why. If a person makes a mistake and no one notices, is it still a mistake? Please explain why.

The committee reviewed the results without a rubric in place and subjectively determined the survey results were inadequate and did not provide an accurate representation of the intent of the survey. Additionally, it was also determined that the low number of responses could have been a result of survey weariness on the part of the students. It was determined that questions might have been too open-ended and that setting a word count for the answer could have provided a more quality response. A majority of the responses received did not have enough writing to determine if the outcome of “communicate effectively” had been achieved. Additionally, it would be beneficial to expand the survey population to include all students who are within ten hours of graduation.

How many students were assessed?

Number of Students Assessed: 133 sent assessment/45 responded

Number of Hybrid Students Assessed: NA

Number of Online Students Assessed: NA

Total Number Assessed: 133 sent assessment/45 responded

While the survey was administered to 133 general education majors, it was later discovered that of those 133, only 19 students were within 10 hours of graduation. In retrospect, only those 19 students should have been surveyed.

2. Explain the indirect measure used to assess the outcome(s). Survey

What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)? The survey consisted of one indirect measure question deployed to students who were identified as general education majors.

Question: At what level do you feel your courses at CASC allowed you to accomplish the general education outcome “Communicate Effectively?” (1 not sure what this is – 10 mastered). Students were provided with the outcome and performance indicators.

How many students were assessed?

The survey was administered to 133 students identified as general education major students. The survey was deployed to the students’ college email. Responses were received from 45 students which reflects a 34% response rate to the survey.

41 students out of the 45 – 91% rated their level as a 7 or above on a 10 point scale
16 out of 45 – 36% rated their level as a 10 mastered

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Indirect Measure: Survey

3. Who analyzed the results? The Faculty General Education Assessment Committee
4. Results, Summary, & Analysis: (section must include the following with summary and analysis in narrative format)

Direct Data

While the survey was administered to 133 general education majors, it was later discovered that of those 133, only 19 students were within 10 hours of graduation. In retrospect, only those 19 students should have been surveyed.

Additionally, it was determined that the low number of responses could have been a result of survey weariness on the part of the students.

Of the 45 responses, Question 1 received 6 responses that were more than a one-sentence answer.

Of the 45 responses, Question 2 received 8 responses that were more than a one-sentence answer.

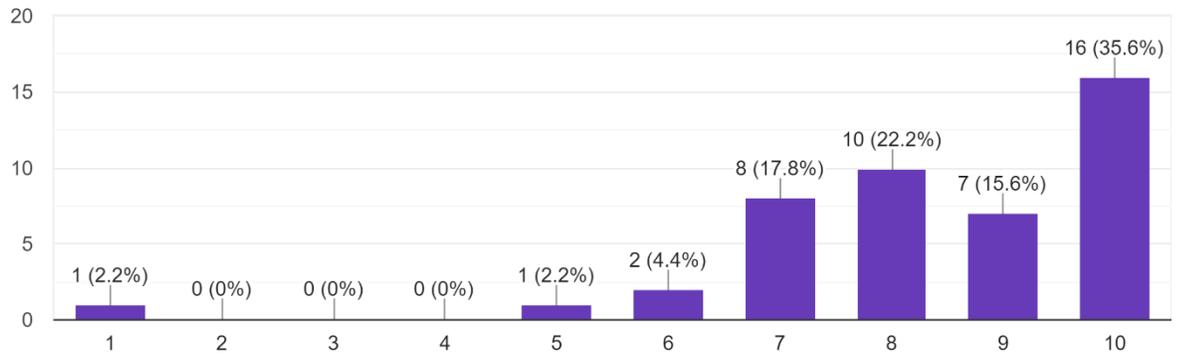
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“communicate effectively” had been achieved. Additionally, it would be beneficial to expand the survey population to include all students who are within ten hours of graduation.

Indirect Data

At what level do you feel your courses at CASC allowed you to accomplish the general education outcome "Communicate Effectively?"

45 responses



(1 not sure what this is – 10 mastered)

While the survey was administered to 133 general education majors, it was later discovered that of those 133, only 19 students were within 10 hours of graduation. In retrospect, only those 19 students should have been surveyed.

Additionally, it was determined that the low number of responses could have been a result of survey weariness on the part of the students.

It was determined that a threshold should have been set for the indirect measure. Additionally, more definitions of the numbers on the scale should have been defined for the students so that they could properly assess the number they were applying to the scale.

5. What are your plans of action?

The committee determined the next step is to assess directly through program level utilizing student artifacts. The committee will develop a rubric for the outcome “Communicate Effectively” and decide upon the expected level of performance which should be accomplishing for advanced level learning with a set threshold.

6. Resources to Support Action: What resources will support the action (budget allocation, materials, personnel, donations, outside support)? For resources that include a budget

request, please provide cost breakdown and total cost.

Resources to support CASC in preparing students to communicate effectively include filling a vacant faculty position in the Division of Communication and Fine Arts that was created by a faculty member leaving. The position has remained unfilled for a minimum of three years. Budget allocations for this position would be approximately \$35,000 plus benefits.

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List all Program Learning Outcomes

- Think Critically
- Demonstrate Technological & Information Literacy
- Communicate Effectively

Which program outcome(s) with performance indicators did you assess this past year?

- Demonstrate Technological & Information Literacy
 - Performance Indicators
 - A. Utilize technology to create and convey information
 - B. Employ appropriate technology for completing a task
 - C. Apply and evaluate technology as a resource to conduct research
 - D. Use technology ethically and responsibly

In which course(s) were direct assessments conducted?

The Faculty General Education Assessment Committee chose three courses to serve as data collection points to assess the outcome as an initial pilot project: ENGL 1213 English Composition II, HPER 2213 Standard First Aid and Personal Safety, and CS 1103 Microcomputer Applications.

How did you assess the outcome(s)? Explain the direct measure(s) and the shared data collection tool with expected performance level/thresholds.

The General Education Assessment Committee developed the outcome rubric that was utilized by the faculty to evaluate student work. The faculty chose a 70% threshold for student performance demonstrating the “Accomplished” level competency. Since this was the first time using the outcome rubric, 70% was chosen to gather baseline data. This threshold may go up or down in the future once a baseline is established.

Four faculty members participated in the assessment and data collection process: an ENGL instructor, a HPER instructor and two CS instructors.

ENGL 1213: The ENGL faculty member utilized an MLA expository/informational research paper as a direct measure. A total of 36 students were assessed with a random sampling of students from three sections:

- ENGL 1213-2171 (Classroom) 12 students
- ENGL 1213-2155 (Classroom) 6 students
- ENGL 1213-2275 (Online) 18 students

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HPER 2213: The HPER faculty member used SCAT as the embedded assignment, which stands for Standardized Concussion Assessment Tool. Students were asked to follow a prompt and use a questionnaire on a peer. It required the students to have a concept of having to communicate with an individual to orchestrate a concussion evaluation. The assessment focused on Performance Indicator A. "Utilize technology to create and convey information," and three sections were utilized.

HPER 2213.2134 (Online) 24 students

HPER 2213N. 2134 (Classroom) 2 students

HPER 2213. 2361 (Classroom) 34 students

CS 1103: The Technology faculty chose to base the assessment on the Microsoft Word Exam. The exam is a comprehensive application exam consisting of 8 individual sections. All three sections relating to the specific indicators present on the rubric were used as assessment indicators: File Access and Storage, Information Layout & Formatting, and Inserting Information from an external Source. The following are the course sections and number of students completing the direct measure:

CS 1103 - 6327 (Online) 12 students

CS 1103 - 3996 (On Campus) 41 students

Explain the indirect measure used to assess the outcome(s). What data collection tool and questions were used to assess the students' perception of mastery of the outcome(s)?

Two indirect measures were used to assess the students' perception of mastery of the outcome. HPER utilized a student interview to evaluate how confident the student was in interpreting information after performing the direct measure. ENGL utilized a paper self-assessment response sheet consisting of six questions for the student to reflect upon regarding what they learned from the direct measure.

Who analyzed the results?

Since it was a pilot, three faculty members participated in analyzation of the results: an ENGL instructor, a HPER instructor and a CS instructor. Next year the general education faculty will have more knowledge of the assessment process with guided rubrics and examples to follow in order to complete assessment.

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Aggregated Results from the data field

| Outcome: Demonstrate Technological & Information Literacy | |
|---|---|
| Data Collection Point: ENGL 1213 | |
| Students Assessed: 36 | |
| Direct Measure – Research Paper | |
| Performance Indicators | Rubric Performance Level Student Percentages |
| PI A. Utilize technology to create and convey information | Beginning: 22% Developing: 17% Accomplished: 61% Exemplary: 0% |
| PI B. Employ appropriate technology for completing a task | Beginning: 25% Developing: 17% Accomplished: 8% Exemplary: 50% |
| PI C. Apply and evaluate technology as a resource to conduct research | Beginning: 22% Developing: 17% Accomplished: 61% Exemplary: 0% |
| PI D. Use technology ethically and responsibly | Beginning: 19% Developing: 45% Accomplished: 36% Exemplary: 0% |

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Indirect Measure – Student Self-Assessment Response Sheet

Question: What score did I expect to make on the assignment? How far away was I from that grade? (explain/discuss)

Students responding "Yes" scored grade expected: 5 (14%)
 Students responding "No - scored lower than expected: 25 (69%)
 Students responding "No - scored higher than expected: 6 (17%)

Of those students responding "No," 12 responded they should have used a professional proofreader; 1 responded they should not have used a professional proofreader, 4 (24%) did not respond if they should have or should not have used a professional proofreader.

The responses for the additional four questions were answered specifically in relation to the students' individual papers. Students were provided copies of their completed self-assessment.

Data Collection Point: HPER 2213

Students Assessed: 60

Direct Measure – Standardized Concussion Assessment Tool

| Performance Indicators | Rubric Performance Level Student Percentages |
|---|--|
| PI A. Utilize technology to create and convey information | Beginning: 0% Developing: 43% Accomplished: 57% Exemplary: 0% |

Indirect Measure – Survey Question Related to PI A.

Question to assess students' perception of master of the outcome: "How confident are you in conveying the information that you received from the SCAT and using that info to make a synthesis?"

The majority of students felt as though they could easily use the info from the SCAT to make a conclusion.

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| Data Collection Point: CS 1103 Students Assessed: 53 | |
|---|---|
| Direct Measure – Microsoft Word Exam | |
| Performance Indicators | Rubric Performance Level Student Percentages |
| PI A. Utilize technology to create and convey information | Comprehensive Summary of All Performance Indicators Beginning: 11% Developing: 13% Accomplished: 25% Exemplary: 51% |
| PI B. Employ appropriate technology for completing a task | |
| PI C. Apply and evaluate technology as a resource to conduct research | |
| PI D. Use technology ethically and responsibly | |

Summarize the findings and analyses:

ENGL 1213 and CS 1103 assessed all four indicators, whereas HPER's direct measure just focused on PI 1.

Concerning PI 1 – utilize technology to create and convey information, 58% of ENGL and HPER students were at the "accomplished level" of performance. ENGL found that 39% were still at the developing and beginning levels, and HPER had a similar result with 43% at developing. ENGL faculty determined that additional instruction could be provided relating to how to interpret information to appropriately summarize and paraphrase the information into a paper. HPER's indirect measure revealed that most of the students who participated in the direct measure felt that they could easily use the SCAT to make a conclusion.

ENGL 1213 provided insight into performance indicators 2, 3, and 4 with the majority of students demonstrating accomplished and above for PIs 2 and 3. Only 36% of students demonstrated accomplished in PI 4 – using technology ethically and responsibly indicating a possible area of improvement. A comprehensive overall summary of all performance indicators assessed indicate that 72% of students reached the threshold of performance demonstrating the "Accomplished"

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level competency. CS 1103 results reflect a comprehensive summary of all the performance indicators. Seventy-six percent of CS students were at the accomplished/exemplary level.

What are the biggest takeaways and plans of action?

Takeaways

- Assessment needs to be more focused on the program outcome rather than on specific assignments.
- A modification to curriculum, as well as the way it is delivered, could be beneficial in improving outcome results.
- Faculty will work to develop better indirect measures that will focus more specifically on the outcome and not specific assignments.

Action Plan

- Faculty identified areas of improvement needed for the direct and indirect measures.
- A comparison of online and classroom data needs to be further examined.
- An agreed upon method to collect individual data based off the general education rubric needs to be established.
- Faculty developed an awareness that assessment should identify the number of students at performance levels for each performance indicator and not focus on a total rubric score.
- Faculty will coordinate to aggregate data consistently.
- Indirect measures will focus on the outcome and not specific assignments.

Explain what resources will support the action (budget allocation, materials, personnel, donations, outside support).

Concerning resources to support improvements, the English faculty recommended additional Chromebooks or laptops in the classroom to allow students the opportunity to receive direct assistance from the instructors on how to perform the skills included in the outcome.